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ABSTRACT

To find the most significant contributions of the University Council for Educational Administration (UCEA) to the preparation of educational administrators, a questionnaire was answered by representatives of 40 departments of educational administration and by 16 individuals. Respondents were asked to rate in order of importance 11 categories in which UCEA could reasonably be expected to influence the training of administrators. The four most significant activities were found to be the sponsoring of three journals (Educational Administration Quarterly, Educational Administration Abstracts, and Journal of Educational Equity and Leadership), the introduction of social science concepts into the literature of educational administration, the efforts to establish theoretical bases for preparing administrators, and the provision of materials for training administrators. (JW)

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A UCEA OCCASIONAL PAPER

WHAT HAS BEEN SIGNIFICANT IN UCEA'S EFFORTS TO PREPARE EDUCATIONAL ADMINISTRATORS?

Daniel E. Griffiths
New York University

#8304

EA 016 317

ucea
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Daniel E. Griffiths
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Paper presented at a UCEA Conference on Educational Leadership in honor of Jack A. Culbertson, University of Texas at Austin, May, 1982.

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WHAT HAS BEEN SIGNIFICANT IN UCEA's EFFORTS TO PREPARE EDUCATIONAL ADMINISTRATORS?[1]

The question to be discussed is: What are the significant contributions of the University Council for Educational Administration (UCEA) to the preparation of educational administrators? It is somewhat ironical that I should be asked to write this paper. When the UCEA was formed I had little interest in the improvement of instructional programs even though at the time most of the founders of UCEA had program improvement as their top priority. I was much more interested in research and theory development. It is a matter of consternation to me that, The Development of Criteria of Success in School Administration, and Developing Taxonomies of Organizational Behavior in Education, both of which I directed, were the only organized efforts of UCEA in research.

I was also dismayed and bewildered by the way in which the criteria study was used: The in-basket materials were embraced enthusiastically and incorporated into instructional programs while the research findings were largely ignored! As time passes, however, I think it becomes clear that the UCEA has made its most significant impact on instructional programs. Because I have not been personally involved nor committed to program improvement in UCEA, I think I can approach the question of the significant contributions to the preparation of educational administrators in a somewhat more objective manner than can my contemporaries.

I decided to use those who have been involved in UCEA over the years to act as a jury to rate items expressing efforts to improve instructional programs in UCEA. The basic group querried was the listing in the 1981-82 Member Mailing List which gave rise to several categories: UCEA Associates, Plenary Representatives, Deans, Chairs, and Higher Education professors. In addition, questionnaires were sent to a category called Individuals: those who were related to UCEA, but now no longer on the above mailing list.

I reviewed the early literature on the goals of the UCEA--they bear a remarkable resemblance to present day literature--and developed eleven statements of efforts by UCEA which could, in my opinion, be reasonably expected to influence the preparation of administrators. The eleven apparently is a complete list since I also asked respondents to the questionnaire to add other activities which they considered to be significant in the preparation of educational administrators. Most did not add anything although a handful mentioned a network of professors which has emerged from UCEA activities. Respondents were asked to rate each item on a scale from

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[1]I acknowledge the contributions of several people to this study. My thanks to Jerrilynn Hopkins and Rebecca Spicer for their efforts with the questionnaire and production of the report, to Bryce Fogarty and the members of the New York University Department of Organizational and Administrative Studies for reviewing and improving the questionnaire, and to Dr. Ellen Koenigsberg for the computer analysis.

1 (Not significant) to 5 (Significant). Respondents were also asked to give their criteria for significance, to rank the top three choices among the eleven statements, and to give some demographic data. Appendix A contains the questionnaire and the explanatory letter sent to the universities.

Questionnaires were sent to the Plenary Representative at each of the 44 member universities and responses were received from 40. Six hundred and twelve questionnaires were distributed, 236 were returned (39%), with the range by university being from 13 to 100 percent. Forty-two questionnaires were sent to Individuals and 16 were returned (24%).

FINDINGS

The responses were prepared for the computer and several analyses performed, the results of which are to be found in Table I. The column "Total Group" contains ratings of all those whose names were on the membership list as well as the Individuals. The means and standard deviations of item ratings were computed and ranked. The three highest were:

(1) Item #4, (4.47) Publication of three sponsored journals: EAQ, EAA, and JEEL.

(2) Item #1, (4.34) Introduction of social science concepts and knowledge into the literature of educational administration.

(3) Item #8, (4.10) Efforts to establish theoretical bases for preparation of educational administrators.

The respondents were asked, in another part of the questionnaire, to identify the three most significant items and responded by naming the same items in the same order.

Individuals

Forty-two questionnaires were sent to those defined as Individuals and 16 or 38% were returned. Three items received average scores of 4 or above:

(1) Item #1, (4.31) Introduction of social science concepts and knowledge into the literature of educational administration.

(2) Item #4, (4.25) Publication of three sponsored journals: EAQ, EAA, and JEEL.

(3) Item #2, (4.19) Preparation and dissemination of materials for the preparation of educational administrators.

As a group, Individuals differed little from the total group in their ratings of the items. In fact, the Spearman rank-difference correlation was .85. The assumption that those who founded UCEA would differ sharply from present members

was disproved. Differences of three ranking places occurred on Item #3, Initiation and administration of Career Development Seminars and Item #6, Inclusion of Partnership school systems in UCEA with related activities. Efforts to interpret these differences must be tempered because of the small number of Individuals.

Types of Universities

The 40 universities that responded to the questionnaire were divided into two groups (A and Not A) on the basis of the prestige of departments of educational administration. Sims'[2] doctoral dissertation completed in 1970 was taken as the starting point. A number of universities in Sims' study are no longer members of the UCEA and there have been changes in the prestige of other universities. The universities dichotomized as follows:

A	NOT A
University of Alberta	Arizona State University
University of Florida*	University of Arkansas
University of Illinois*	University of British Columbia
University of Indiana*	Boston University
University of Iowa*	University of Connecticut
University of Minnesota*	Georgia State University
New York University*	University of Houston
Ohio State University*	Illinois State University
University of Oregon*	University of Kansas
Pennsylvania State University	University of Maryland
University of Pittsburgh	University of Missouri
University of Rochester	University of Nebraska (Lincoln)
Rutgers University	SUNY (Buffalo)
University of Texas*	Oklahoma State University
University of Wisconsin (Madison)*	University of Oklahoma
	St. John's University
	Syracuse University*
	Temple University
	University of Tennessee
	Texas A & M University
	University of Toledo
	University of Tulsa
	University of Utah
	University of Virginia
	University of Wisconsin (Milwaukee)

Significant differences between the two categories of universities were found on four items. The "A" universities were significantly higher on Item #1, Introduction of social science concepts and knowledge into the literature

[2] Paul Douglas Sims, Assessment of the Quality of Departments of Education Administration (unpublished Ph.D. dissertation), University of Wisconsin, 1970, Table 48, p. 129. As found in Roald F. Campbell and L. Jackson Newell, A Study of Professors of Educational Administration, UCEA, 1973.

*Asterisks mark those universities in Sims' top twenty in prestige.

of educational administration. "Not A" universities were significantly higher on three items:

(1) Item #6, Inclusion of Partnership school system in UCEA with related activities.

(2) Item #10, Sponsorship of seminars, colloquia and meetings other than Career Development Seminars.

(3) Item #11, Special services for graduate students.

UCEA Associates

Only one item was rated significantly higher by those who reported they were or had been UCEA Associates and that was Item #3, Initiation and administration of career development seminars. Even this should be viewed with suspicion since 42 respondents identified themselves as UCEA Associates when in fact there have been only 29.

Plenary Session Representatives

Those who are or had been Plenary Session Representatives ranked two items significantly higher than those who had not been Representatives:

(1) Item #1, Introduction of social science concepts and knowledge into the literature of educational administration.

(2) Item #3, Initiation and administration of Career Development Seminars.

Deans

The deans differed significantly from non-deans in their ratings on only one item.

Item #7, Efforts to define quality in preparation programs for preparation of educational administrators.

Others

Neither department chairpersons nor professors of higher education differed significantly from the Total Group in their ratings.

Criteria for Judgments

The respondents were asked to answer the question, "What are your criteria for judging an activity to be 'significant'?" Answers were subjected to content analysis by two independent judges and they arrived at five criteria by concensus.

(1) Impact on field. (N=85) The criterion concerned impact, change, or results that affected the field of educational administration. Some typical reasons were:

- "Impact"
- "My impressions of the amount of referencing to the activity in writing and speaking by others i.e., how much the activity is/was part of the 'linguistic capital' of the discipline."

(2) Local impact. (N=19) The impact here was on the respondent's own school, own department, own teaching. This category is typified by the following:

- "How my work has been affected."
- "Primarily those activities that have had the greatest impact on administrators in our programs."

(3) Unique role of UCEA. (N=17) The criteria was concerned with the extent to which UCEA's efforts made a difference. Respondents asked whether a particular activity or trend would have happened without UCEA. As one respondent said:

- "To what extent has UCEA initiated, or contributed in a major way, so it can be described as the primary force in the cited area."

(4) Theory/Knowledge base. (N=24) The statements in this category focused on whether an activity resulted in additions to the theory/knowledge base of educational administration. Some typical responses were:

- "Mainly, the extent to which an activity helped make educational administration a field of study and practice with a serious intellectual base."
- "Establish standards of scholarship."

(5) Self-centered. (N=22) This criterion might be characterized as phenomenological in nature. Some responses were:

- "Pure perception and gut feeling."
- "Important and valued by me."
- "Significant to me."
- "Congruence with my values."

I was much interested in whether the criteria made any difference in the way in which the respondents rated and ranked the eleven items. In order to determine the use to which the criteria were put, each individual who responded to the question was put into one of five categories (or, in 32 cases, a sixth "Miscellaneous" category). In the case of those who gave more than one basis for judging significance only the first criterion was coded. Analyses of variance were then performed on the responses to each

item. The results (which must be taken with a grain of salt because of the unequal Ns in the different categories) indicated statistically significant differences in ratings among respondents using different criteria on six of the eleven items:

(1) Item #1, Introduction of social science concepts and knowledge into the literature of educational administration.

(2) Item #3, Initiation and administration of Career Development Seminars.

(3) Item #4, Publication of 3 sponsored journals: EAQ, EAA, and JEEL.

(4) Item #6, Inclusion of Partnership school systems in UCEA with related activities.

(5) Item #8, Efforts to establish theoretical bases for preparation of educational administrators.

(6) Item #9, Effort to enhance human equity, especially for women, minorities and handicapped.

For example, the Theory/Knowledge criterion group rated item #1 significantly higher than did the Unique Role of UCEA criterion group.

Factor Analysis

The last work with the data was a factor analysis of the responses to the eleven items. Two-, three- and four-factor oblique solutions were tried with the three-factor appearing most appropriate. Table II gives the factor pattern.

Naming factors is always a controversial matter, but it does seem that in this case each is quite clear. Factor I (Meeting Syndrome) has three items which are quite closely concerned with meetings of various sorts. Factor II (Theoretical Orientation) is concerned with theory and some of its dimensions, and Factor III (Outreach Activities) are UCEA efforts to move out from its original goals.

Factors I and III have a moderate correlation (.521) while Factors I and II and Factors II and III have low correlations.

Factor Correlations

	I	II	III
I	1.000		
II	.357	1.000	
III	.521	.248	1.000

The interesting observation that can be made is that item #4, Publication of three sponsored journals: EAQ, EAA, and JEEL, does not load on any of the factors. It simply stands by itself as though it has a different frame of reference.

Conclusion

The respondents did a careful job of filling out the questionnaire. There is evidence that the criteria which respondents said they used actually made a difference. Then too, when asked to indicate the three most significant contributions of the UCEA to the preparation of educational administrators, respondents came up with the same items as they did when rating the 11 items. The response had a high degree of internal consistency.

The number of questionnaires returned by the universities was a disappointment. Considering that all the universities are UCEA members and that there is an established procedure for getting in touch with professors (through the Plenary Representative), 39% is not a noble effort. The fact that four universities failed to respond at all compounds the consternation. Four phone calls were made to one of the non-respondents, but no one even answered the phone! It would seem that some departments of educational administration are not very well organized to do business. On the other hand, eight universities had a 70% or better return which is very good in light of the fact that most departments list people who have rather tenuous relationships with them such as central administrators who teach an occasional course. The communication system of UCEA should be reviewed by the new administration.

The four most significant activities of the UCEA in the preparation of educational administrators are:

(1) Item #4, Publication of three sponsored journals: EAQ, EAA, and JEEL.

(2) Item #1, Introduction of social science concepts and knowledge into the literature of educational administration.

(3) Item #8, Efforts to establish theoretical bases for the preparation of educational administrators.

(4) Item #2, Preparation and dissemination of materials for the preparation of educational administrators.

It would seem that the respondents believe that UCEA's efforts to change and improve the substance of educational administration is the most significant set of activities it has undertaken. The four items (#4, #1, #8, #2) are in marked contrast to the four least significant items:

(1) Item #5, Efforts to spread teaching of educational administration to other countries.

(2) Item #6, Inclusion of the Partnership school system in UCEA with related activities.

(3) Item #9, Effort to enhance human equity, especially for women, minorities and handicapped.

(4) Item #11, Special services for graduate students.

These four items seem to be activities in which something is done to disseminate the substance, except for #8 (Equity). It might be stretching the point to call them process, but that does not seem too far out of line. The respondents, then, are saying that substance is more significant than process, that the UCEA's activities in the scholarly, intellectual substantive area are to be preferred over activities which might be termed political, activist, or practical.

This difference shows up in different ways when "A" universities are compared to "Not-A" universities. The type "A" universities are significantly higher on Item #1, Introduction of social science concepts and knowledge into the literature of educational administration, but are significantly lower on Item #6, Inclusion of Partnership school systems, Item #11, Special services for graduate students, and Item #10, Sponsorship of seminars, colloquims, and meetings other than career development seminars. The least that can be said is that the two groups of universities have different ideas as to what is significant about UCEA activities. The type "A" universities' rating of 2.90 for Item #6, Inclusion of Partnership schools in UCEA with related activities, is the lowest rating recorded in the study. It should be added that while the "Not-A" universities' rating for Item #6 is significantly higher than type "A", it is the second lowest rating given by type "Not-A" universities. It would seem that the new Executive Secretary is faced with divided ranks, an observation no doubt concurred in by the outgoing Executive Secretary.

I had expected that those who had closer relationships with the UCEA (Plenary Representatives, UCEA Associates, and Individuals) would differ markedly in their ratings from those with more remote relationships. Quite the opposite appears to be true, the various groups differed little from each other and from the total group.

Deans, interestingly enough, differ significantly from everyone else in exactly the way I think they should. They were concerned with quality and decided that UCEA had a positive effect on the quality of programs. As a dean, and as a person who has seen programs over a 36-year period, I believe UCEA has had a positive influence on the quality of preparation of administrators. In fact, I would like to see organizations similar to UCEA in other areas of professional education: curriculum and instruction, foundations, psychology, etc.

There are apparently three factors in the responses to the questionnaire and they might have some value in planning the future of UCEA:

(1) Theoretical Orientation
(2) Meeting Syndrome
(3) Outreach Activities

I have not computed factor scores, but in terms of the ratings of the items comprising each factor it appears that the respondents considered: Theoretical Orientation most significant, Meeting Syndrome next most significant, and Outreach Activities least significant.

While my final observation does not arise from the questionnaires, it is my opinion that the most significant contribution of the UCEA to the preparation of educational administration is the fact that there is a UCEA. The very existence of the UCEA has assured attention to the preparation of educational administrators. The real significance of UCEA is not reflected in this study.

Standard deviations are in ( ).

*significantly different

Deans vs. non-Deans: #7 significant

TABLE I

MEANS AND STANDARD DEVIATIONS OF UCEA QUESTIONNAIRE ITEMS FOR DIFFERENT GROUPS

Item	Total Group Rank	Total Group N=252	Type of University "A" N=108		"Not A" N=128	UCEA Associate Yes N= 42		No N=191	Plenary Representative Yes N= 99		No N=147	Deans N= 27	Chairs N= 36	Higher Ed N= 27	Individual N= 16
1. Introduction of social science concepts & knowledge into the literature of ed administration	(2)	4.34 (.85)	4.50 (.82)	*	4.20 (.85)	4.42 (.83)		4.34 (.84)	4.55 (.72)	*	4.23 (.87)	4.48 (.64)	4.47 (.77)	4.37 (.93)	4.31 (.95)
2. Preparation & dissemination of materials for preparation of educational administrators	(4)	4.03 (.87)	4.04 (.89)		4.00 (.84)	4.21 (.75		3.99 (.86)	4.14 (.82)		3.97 (.85)	4.12 (.88)	3.97 (.94)	3.81 (.92)	4.19 (.91)
3. Initiation & administration of Career Development Seminars	(7)	3.49 (.96)	3.51 (1.03)		3.41 (.91)	3.85 (.82)	*	3.42 (.93)	3.67 (.98)	*	3.39 (.92)	3.64 (.91)	3.36 (1.02)	3.23 (.95)	3.93 (.68)
4. Publication of 3 sponsored journals: EAQ, EAA, JEEL	(1)	4.47 (.76)	4.44 (.77)		4.53 (.71)	4.45 (.83)		4.51 (.69)	4.52 (.66)		4.48 (.76)	4.37 (1.04)	4.67 (.54)	4.33 (.78)	4.25 (1.07)
5. Efforts to spread teaching of ed admin to other countries	(11)	3.11 (1.05)	3.10 (1.05)		3.07 (1.03)	3.24 (1.06)		3.10 (1.03)	3.10 (1.07)		3.13 (1.02)	3.00 (1.23)	2.92 (1.03)	2.89 (.97)	3.38 (1.26)
6. Inclusion of Partnership school systems in UCEA with related activities	(10)	3.12 (1.12)	2.90 (1.11)	*	3.23 (1.09)	3.35 (1.17)		3.08 (1.11)	2.98 (1.02)		3.22 (1.16)	3.52 (1.28)	3.36 (1.18)	3.13 (.85)	3.64 (1.15)
7. Efforts to define quality in preparation programs for educational administrators	(5)	3.74 (1.02)	3.61 (1.05)		3.84 (1.01)	3.95 (1.01)		3.69 (1.01)	3.66 (1.02)		3.79 (1.00)	4.22 (1.05)	3.72 (1.11)	3.81 (.92)	3.81 (.91)
8. Efforts to establish theoretical bases for preparation of educational administrators	(3)	4.10 (.97)	4.11 (1.02)		4.12 (.93)	4.26 (.80)		4.06 (1.00)	4.19 (.92)		4.05 (.97)	4.37 (.93)	3.94 (1.04)	4.11 (.93)	3.81 (.91)
9. Effort to enhance human equity, especially for women, minorities and handicapped	(8)	3.43 (1.01)	3.36 (1.09)		3.48 (.94)	3.52 (1.09)		3.41 (.99)	3.42 (.90)		3.48 (1.05)	3.31 (1.12)	3.42 (1.00)	3.22 (.89)	3.44 (1.03)
10. Sponsorship of seminars, colloquia & meetings other than Career Development Seminars	(6)	3.54 (.86)	3.41 (.91)	*	3.64 (.81)	3.71 (.67)		3.50 (.88)	3.59 (.89)		3.52 (.84)	3.54 (.76)	3.47 (.81)	3.41 (.93)	3.63 (.72)
11. Special services for graduate students	(9)	3.18 (.96)	3.00 (1.00)	*	3.31 (.92)	3.22 (.94)		3.18 (.95)	3.12 (.98)		3.25 (.92)	3.30 (1.20)	3.11 (.99)	3.19 (1.10)	3.44 (.73)

TABLE II

Three-factor Oblique Solution to Responses to 11 Items

	I Meeting Syndrome	II Theoretical Orientation	III Outreach Activities
(1) The introduction of social science concepts and knowledge into the literature of educational administration.	-.101	.644	-.032
(2) The preparation and dissemination of materials for the preparation of educational administrators.	.179	.224	.308
(3) The initiation and administration of Career Development Seminars for professors.	.593	.110	-.104
(4) The publication of three sponsored journals: Educational Administration Quarterly, Educational Administration Abstracts, and the Journal of Educational Equity and Leadership.	.261	.101	.015
(5) The efforts to spread the teaching of educational administration to other countries.	.224	.057	.340
(6) The inclusion of the Partnership school systems in the UCEA with related activities.	-.100	-.063	.769
(7) The effort to define quality in preparation for educational administrators.	.127	.404	.259
(8) The efforts to establish theoretical bases for the preparation of educational administrators.	.126	.785	.004
(9) The effort to enhance human equity, especially for women, minorities, and the handicapped.	.147	.168	.392
(10) The sponsorship of seminars, colloquia, and meetings other than Career Development Seminars.	.745	-.173	.051
(11) Special services for UCEA graduate students.	.423	-.073	.232

APPENDIX A

New York University

School of Education, Health, Nursing, and Arts Professions
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March 12th, 1982

I have been asked to prepare a paper for the conference honoring Jack Culbertson to be held May 19-21, 1982 in Austin, Texas. The topic assigned to me is: "What have been the significant contributions of UCEA to the preparation of educational administrators?" In order to collect informed opinions on the significance of UCEA's activities, I am querying professors in UCEA institutions, the founders of UCEA, board members past and present, and deans. The study will be published in a commemorative volume.

Would you please distribute the enclosed questionnaires to the professors in your department and others as listed in the 1981-82 Member Mailing List, including the dean.

Please collect and return all questionnaires to me by April 10th, 1982. I realize that this is an added chore, but as you know, getting an adequate return is always a problem. Through your help we can insure the adequacy of the response. If there are any questions, please call.

Thank you for your help.

Very truly yours,

Dan Griffiths

Daniel E. Griffiths
Dean

Daniel E. Griffiths
New York University
March 12th, 1982

QUESTIONNAIRE

Significant Contributions of UCEA to the Preparation of Educational Leaders

I have been asked to prepare a paper for the conference honoring Jack Culbertson to be held May 19-21, 1982 in Austin, Texas. The topic assigned to me is: "What have been the significant contributions of UCEA to the preparation of educational administrators?" In order to collect informed opinions on the significance of UCEA's activities, I am querying professors in UCEA institutions, the founders of UCEA, and board members past and present. Would you please complete the following questionnaire and give it to your Plenary Representative so it can be returned to me by April 10th, 1982. Thank you very much for your help.

Following are a number of items which are efforts of the UCEA in the preparation of educational administrators. Please circle the number which best describes your judgment as to the significance of each item for the preparation of school administrators.

5 - Very significant
4 - Significant
3 - Of moderate significance
2 - Of little significance
1 - Not significant

5 4 3 2 1 (1) The introduction of social science concepts and knowledge into the literature of educational administration.

5 4 3 2 1 (2) The preparation and dissemination of materials for the preparation of educational administrators.

5 4 3 2 1 (3) The initiation and administration of Career Development Seminars for professors.

5 4 3 2 1 (4) The publication of three sponsored journals: Educational Administration Quarterly, Educational Administration Abstracts, and the Journal of Educational Equity and Leadership.

5 4 3 2 1 (5) The efforts to spread the teaching of educational administration to other countries.

5 4 3 2 1 (6) The inclusion of the Partnership school systems in the UCEA with related activities.

5 4 3 2 1 (7) The effort to define quality in preparation programs for educational administrators.

5 4 3 2 1 (8) The efforts to establish theoretical bases for the preparation of educational administrators.

5 4 3 2 1 (9) The effort to enhance human equity, especially for women, minorities, and the handicapped.

5 4 3 2 1 (10) The sponsorship of seminars, colloquia, and meetings other than Career Development Seminars.

5 4 3 2 1 (11) Special services for UCEA graduate students.

Please list other activities of the UCEA which you consider to be significant in the preparation of educational administrators.

What are your criteria for judging an activity to be "significant"?

What do you consider to be the three most significant contributions of UCEA to the preparation of educational administrators? Circle the numbers which are taken from page 1.

(1) 1 2 3 4 5 6 7 8 9 10 11

(2) 1 2 3 4 5 6 7 8 9 10 11

(3) 1 2 3 4 5 6 7 8 9 10 11

NAME_____ RANK_____

Have you ever been a UCEA Associate? Yes_____ No_____

Have you ever been a Plenary Representative? Yes_____ No_____

University_____

Please check as appropriate: Dean_____ Chair_____ Plenary Representative__

Special Education Contact_____ Higher Education Contact_____

ABOUT UCEA

The University Council for Educational Administration (UCEA) is a nonprofit corporation whose members are major universities in the United States and Canada. Thirty school districts are affiliated with UCEA.

History

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization which would be devoted to improving the professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia.

Between 1956 and 1959, with the help of the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The UCEA central office was moved to its present location on the campus of The Ohio State University in 1959 and a small, full-time staff was hired.

Since its inception, the Council has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

1. Broadening the content of preparation programs for educational administrators.
2. Extending use of more effective methods of inquiry in educational administration.
3. Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership.
4. Developing new instructional materials for administrator programs.
5. Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries.
6. Continuing efforts toward standards of excellence in research and in preparation programs for administrative personnel in educational administration.

More recently, the Council also has focused considerable attention on strengthening relationships between institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. The major means to accomplish this has been the UCEA University and School District Partnership described later in this document.

UCEA GOALS AND ACTIVITIES

UCEA engages in a variety of activities and produces a number of publications and instructional materials. All these activities and products proceed from a basic set of goals sufficiently stable to give the organization identity, yet flexible enough to respond to changing conditions in educational administration.

Goals

Briefly stated, UCEA goals are:

- To advance understanding in all areas related to educational administration and to enhance the research capability of participating institutions.
- To develop better methods of instruction, new materials, and other approaches to help bring about more effective pre-service and staff development programs for all professionals in educational administration.
- To create more effective pathways and networks for exchanging new understandings and better methods among persons working to advance educational administration.

Program Activities

A representative sample of the many types of activities sponsored by UCEA follows:

- Inter-institutional research projects on such subjects as principalship effectiveness, education policy, and managing resources.
- Articulation of new directions for research and training — for example, in formulating research perspectives, in preparing leaders to anticipate the future, and in establishing criteria for administrator certification.
- Development and testing of training programs for administrators that make effective use of resources in other disciplines — for example, stengthening the humanities in administrator preparation programs.
- Professional renewal opportunities for member institutions — for example, seminars and workshops on subjects such as methods of research, preparing leaders for the future, and coping with the challenges of urban education.
- Involvement of graduate students from member institutions in professional seminars, institutes, and conferences and in research and development projects.
- Creation of new organizations — the UCEA University and School District Partnership and the Inter-American Society for Educational Administration.

Publications

- **Educational Administration Quarterly** (established in 1965), a journal containing conceptual and theoretical articles, research analyses, and reviews of books in educational administration.
- **Educational Administration Abstracts** (established in 1966), a journal produced through the cooperative efforts of UCEA institutions containing brief summaries of articles from approximately 140 professional journals.
- **Journal of Educational Equity and Leadership** (first published in 1980), a periodical devoted to consideration of equity-related educational needs of Hispanics, Blacks, American Indians, Asian-Americans, women, and other groups.
- **UCEA REVIEW**, an in-house periodical that provides up-to-date information on UCEA activities and news from member universities and Partnership school districts.

In addition, UCEA regularly aids in the production and distribution of a wide range of books, monographs, special reports, and other media.

Instructional Materials

UCEA is especially concerned with the need to develop instructional materials that will improve administrator preparation programs. A number of games and simulations have been developed for this purpose, including the "Monroe City" urban simulation, developed and demonstrated in various parts of the U.S. and Canada by more than 180 professors from 40 universities. The most recent UCEA training tool is the Adams Simulation, which contains five simulations of administrative positions in a surburban school district.

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